



Ashby Willesley Primary School

Special Educational Needs Policy 2019-2021

This policy is reviewed every two years and was agreed by the Governing Body of Ashby Willesley Primary School **and will be reviewed again in January 2021**

Signed: _____ Chair of Governors

Date: ___06/02/2019_____

INTRODUCTION

At Willesley Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued, respected and made to feel welcome within our mainstream setting.

Our school is a place where we encourage all children to aim high, developing their own unique gifts and potential to the best of their ability, whilst celebrating the gifts of others. In our school everyone is equally valued and treated with respect. Everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow. It is our ethos that all children have an equal right to a full and rounded education and to enjoy high quality learning experiences through which they are able to achieve their full potential.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

The four categories catered for by our school can be classified into core, additional and high needs, where some children only require minimal interventions and support while others need additional support to raise the level of their learning. A few children, generally those who have Education Health and Care Plans (EHCP) require a greater level of support because of their higher needs.

AIMS & OBJECTIVES

'Every Teacher is a Teacher of SEND'

Aims:

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice
- To promote independence, equality and consideration for others
- To ensure that we celebrate the wide range of our pupils' achievement
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development (CPD)
- To work in cooperation and productive partnerships with the Local Authority, Symphony Trust and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Objectives:

- For staff members to seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.
- To monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCo and Head Teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- To work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. At Willesley, some of these services currently include the Education Psychologist, Speech and Language Therapy, Specialist Teaching Services and Autism Outreach.
- To create a school environment where pupils can contribute to their own learning by encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs.
- To carefully monitor the progress of all pupils including SEND at regular intervals.
- To encourage pupil participation in the life of the school by offering wider opportunities such as membership of the School Council, affiliation with sports teams and other clubs, taking on the role of Dinner Mentors and Play Coaches or taking part in school plays and residential visits.

ADMISSION ARRANGEMENTS

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus, on our website and in our Admissions Policy.

IDENTIFICATION OF PUPILS' NEEDS

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught'.

At Willesley, children are identified with Special Educational Needs in a number of different ways:

- Originating from a referral from a GP, a health visitor, the speech and language service etc.
- Concerns have been raised by parents/carers about the level of progress being made by their child
- Through paediatric assessments with the Paediatrician or concerns from the school nurse

Class teachers and support staff may also have identified that a pupil is failing to make the expected progress in their learning by raising concerns about the following issues:

- Difficulty in developing Reading, Writing or Mathematics skills which results in a child working significantly below age related expectations
- Despite differentiated teaching approaches targeted particularly in a child's identified area of weakness, the child is still making little or no progress
- Persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Sensory or physical needs, and where the child continues to make little or no progress, despite the provision of specialist equipment
- Communication and / or interaction difficulties, and where the child continues to struggle to make progress both academically and socially

RESPONSIBILITY FOR THE CO-ORDINATION OF SEND PROVISION

The person responsible for overseeing the provision for children with SEND is Mr Matthew Brookes (Head teacher).

The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Gillian Pearson (SENDCo).

The Special Educational Needs Co-ordinator's (SENDCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LA's support services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND

The SENDCo will oversee details of all SEND Support records such as the SEND/Inclusion Record, Personal Learning Plans (passports), Class/ Group Intervention Plans and structured conversation minutes for individual pupils on the SEND Register or with an EHCP. Each pupil will have a red SEND folder which will be kept by the teacher in the classroom.

All staff can access the following documents:

- The Willesley Primary School SEND Policy
- A copy of the full SEND Record
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, outside agency reports and strategy sheets where applicable
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Pupil Passports
- Information available through Leicestershire's SEND Local Offer
- Staff handbook
- Appoints via a SENDCo surgery

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Willessley also has a named Governor and assistant responsible for SEND. They ensure that the school's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority, the Symphony Trust and other policies current within the school.

THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

'Every Teacher is a Teacher of SEND' - Provision for children with special educational needs is a matter for the whole school. The governing body, the school's Head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

A graduated approach is adopted at Willesley:

1) Quality First Teaching: 'The baseline of learning for all pupils'. (Class teacher input via excellent targeted classroom teaching). All children in school should be getting this as a part of excellent classroom practice.

This would mean:

- That the teacher has the highest possible expectations for a child and all pupils in their class.
- That all teaching is based on building on what a child already knows, can do and can understand.
- Different ways of teaching are in place so that each child is fully involved in learning in class. This may involve things like using more practical learning for the kinaesthetic learners.
- Specific strategies are in place to support each child to learn.
- Each child's teacher will have carefully checked on their progress and may have decided that a child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

2) SEND Support - Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Where it is determined that a pupil does have Special Educational Needs, parents will be formally advised of this before inclusion of the individual on the School SEND Record.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process: Assess; Plan; Do; Review.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess - In identifying a child as needing SEND support the class teacher, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved

their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan - Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do – The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. Teachers work closely with all staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review – Each child's progress is continually monitored by his/her class teacher against age related expectations in reading, writing, numeracy and science.

Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.

At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS).

Reviews of on-going pupil progress in general will be made during termly 'Pupil Progress Meetings' by the Head teacher and SLT and will use data checks using internal tracking grids (OTrack) The specific responsibility for data management and assessment remains with the SLT..

Children at the SEND Support stage will have additional 'small step' learning targets which set out specific outcomes to be achieved by the end of the academic year. These desired outcomes/goals are recorded in a Personal Learning Plan (Passport). The passport for the new academic year is shared with parents at progress meetings and reviewed once a term. The class teacher will revise the passport in light of pupil progress and development; new intervention programmes or levels of support will be organised as necessary, and targets updated if appropriate.

The progress of children with Education, Health and Care Plans is formally reviewed at an Annual Review with all adults involved with the child's education. New targets for the next 12 months are identified and put into practice.

3) SEND Support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The school will draw on the support of outside agencies e.g. the Educational Psychologist, Speech and Language Service, Autism Outreach etc.

This would mean:

- A child will have been identified by the class teacher/SENDCo (or a parent will have raised worries) as needing more specialist input in addition to quality first teaching and intervention groups.

- Parents/carers will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward.
- Parents/carers will be asked to give permission for the school to refer their child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist.
- The specialist professional will work with the child to understand their needs and make recommendations, which may include: making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; support to set better targets which will include their specific expertise; a group run by school staff under the guidance of the outside professional e.g. a social skills group.

4) Specified Individual support for your child in school provided via an Education, Health and Care Plan (EHCP).

This type of support is available for children with significant special needs whose learning requirements are severe, complex and lifelong and who need more than 20 hours of support in school. Usually the child will also need specialist support in school from a professional outside the school.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN

The LA (SENDA) will be given information relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

SENDA will also receive documentation in relation to the child's special educational needs and actions taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous Passport(PLPs) and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment in English and Maths and information about the child's progress over time
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents
- Views of the child

After the school have sent in the request to the Local Authority, a decision will be made by a group of professionals from education, health and social care about whether they think a child's needs (as described in the paperwork provided), are severe and complex enough to warrant 20 hours of support in school to make good progress.

If this is the case, SENDA will write an EHC Plan. The EHC Plan will outline the number of hours of individual/small group support a child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for each child.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

If they do not think a child needs an EHC Plan, they will ask the school to continue with 'SEND Support.' Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

www.leicestershire.gov.uk

ADAPTATION OF THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SEND

At Willesley Primary School, we aim to offer an aspirational and inspirational curriculum to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

The nature of intervention, and the strategies employed to adapt the curriculum, may include the following:

Strategies to support/develop English

- Quality English teaching and support from the class teacher and TAs
- Differentiated curriculum for children with SEND when necessary
- Individual and group support in the classroom from TAs and the Class Teacher
- Use of a range of English resources to reinforce concepts and understanding, including the use of laptops
- Individual support for pupils with the Health, Education and Care Plans
- Targeted support for individuals, pairs and small groups with SEND
- Reading support by adult volunteers with a variety of children, including SEND pupils
- Termly assessments of all pupils, to monitor progress being made and identify areas of need
- Specific interventions such as Touch Typing Programme.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, phonics sound mats and high frequency word lists
- Targeted literacy support strategies devised by the educational psychologist and implemented by the teacher or TAs as appropriate
- Handwriting implemented daily throughout the school as and where required

Strategies to support/develop Mathematics

- Quality maths teaching and support from the class teachers and teaching assistants (TAs)
- Withdrawal of small groups, pairs or individual SEND pupils, by teaching assistants for targeted support
- Individual support for those children with EHC Plans
- Small group, paired and individual support in the classroom from the class teacher and TAs
- Use of a wide range of mathematical equipment and resources to reinforce understanding across all year groups, including laptops
- Differentiated activities for SEND pupils when necessary
- Termly assessments for all children to monitor progress being made and to identify areas of need
- Pre-teaching of new concepts and vocabulary to enhance learning
- Use of support resources e.g. Dienes blocks
- Advancement of more-able pupils through provision of opportunities such as links with Ivanhoe College.

Strategies to support Foundation Subjects

- TA support in the Foundation subjects as appropriate
- Differentiated activities according to SEND and needs
- Different learning materials, resources or specialist equipment to support your child individually and in groups
- Using iPad Apps as well as other ICT equipment and programs to support specific needs
- Using a range of software to help children engage with subjects they find difficult. This helps children to become independent learners
- Group or individual support, which may involve small groups of children being withdrawn to work with TA support
- Visual timetables used in classroom for those who need it

The school building regulations comply with all relevant accessibility requirements.

The school site is wheelchair accessible. We have disabled toilets, a shower, hoist and disabled parking bays.

We also have an accessibility plan.

ALLOCATION OF RESOURCES FOR PUPILS WITH SEND

At Willesley we allocate funding according to the needs of the pupil with the most complex needs receiving the most funding. There are three levels of support for pupils with SEND:

- **Universal Level funding** is provided on a per learner basis for all those attending the school. This is known as **element 1 funding**. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted or Element 2 funding** is where school contributes to the additional educational support provision for learners with SEND from their notional SEND budget. Schools are expected to contribute the first £6,000 of funding to support provision for pupils with an EHC Plan or complex needs.
- **Top-up funding** is provided when a pupil needs further provision above the £6,000 of element 2 funding. Only pupils with the most complex needs will receive top up funding which is provided by the Local Authority on a per-learner basis

It is important to note that the level and combinations of provision may change over time.

The Head teacher informs the governing body of how the funding allocated to support Special Educational Needs has been employed.

SUPPORT FOR PUPILS WITH SOCIAL AND EMOTIONAL NEEDS

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Willesley Primary School. We have a caring, understanding team who look after all of our children. Social Skills programmes/support including strategies to enhance self-esteem that we can provide in school may include:

- Social skills and friendship groups
- Personalised behaviour programmes including rewards and sanctions to suit a child's particular needs
- Themed assemblies and lessons using the PSHE (Personal, Social and Health Education) framework support the children's personal development. The person responsible on the SLT is Mrs. R. Mckeown
- Outside agencies support within all areas including social, mental and emotional health e.g. Health and Social Services, CAMHS, Behaviour Support and the Education Psychologist.
- We offer a wide variety of school clubs. There are opportunities with the additional funding of Pupil Premium to ensure children who are on free school meals /in receipt of Ever 6 funding can access after school clubs and trips
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate
- Buddy systems for support during playtimes and lunchtimes.
- Collaboration and communication with all external professionals involved with children, as appropriate, e.g. hospital consultants, GPs and CAMHS practitioners.
- All staff trained in child protection at regular intervals.
- Open door policy by all staff for all parents and carers.

The school also has a clear Anti-bullying Policy which is followed by staff and pupils. Each year the whole school works together to address issues and concerns to address bullying either during anti-bullying week or through the curriculum. The school also has a strong focus on respecting every member of our school community and has specifically developed strategies with pupils on how to success in life with our 'Route to Resilience' programme. As a result of this work the level of bullying at the school is low and self-esteem is high.

ACCESS TO MEDICAL INTERVENTION

Having a medical need does not necessarily lead to a child having SEND. In summary however, strategies may include:

- Update sessions between the SENDCo and school nurse.
- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including diabetes and EpiPen use.
- Liaison with medical professionals, e.g. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school.
- A staff information folder in the register with photographs detailing the child's condition and, where relevant, required medication.
- Implementation of risk assessments.
- Teaching Assistants trained in First Aid.

INCLUSION OF PUPILS WITH SEND

The Head teacher and SENDCo oversee the school's policy for inclusion to ensure that it is implemented effectively throughout the school.

At Willesley, we believe all learners are entitled to the same access to curricular and extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Teachers make sure that activities outside the classroom and school trips are accessible to all children including those with SEND. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Parents/carers are invited to accompany their child on a school trip or residential if this ensures access.

After school clubs are available to all pupils and to the best of our ability adjustments will be made to support participation. We ensure that equipment used for these activities is accessible to all children regardless of their needs. The Health and Safety at Work Act of 1974 imposes a duty on all employers to ensure, so far as is reasonably practicable, the health and safety of employees and others (such as school visitors and pupils) Health and safety audits will be conducted as and when appropriate.

MONITORING AND EVALUATING THE SUCCESS OF PROVISION

At Willesley, we have a rigorous system of monitoring and evaluation. The Head teacher tracks pupil progress and has regular pupil progress meetings with SLT and teachers.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a passport or provision map which is updated when the intervention is changed.

These interventions are monitored and evaluated termly by class teachers and information is fed back to the SENDCo, Head teacher and parents. This helps to identify whether provision is effective.

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

EXPERTISE AND TRAINING OF STAFF/CPD

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Symphony Trust SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. One aspect of the SENDCo's job is to support the class teacher through advice in planning for children with SEND.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The school audits and reviews training needs for all staff in order to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

We offer medical training to support pupils with medical care plans such as epilepsy, diabetes and anaphylaxis.

The SENDCo, with the Head teacher, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

SPECIALIST SEND PROVISION AND LINKS TO SUPPORT SERVICES/OUTSIDE AGENCIES

The school builds strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion and believes that sharing knowledge and information with outside agencies is crucial in securing effective and successful SEND provision within our school.

We will invite and seek specialist advice, support and training from external SEND services where necessary in the identification and assessment of, and provision for, SEND.

For example, outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing English and Mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The SENDCo is the designated person responsible for liaising with the following:

- Speech and Language Service (Class teacher also liaises)
- Specialist Outreach Services e.g. Autism Outreach
- Occupational Therapy
- Physiotherapy
- Vision Support Services
- Child & Adolescent Mental Health Service
- Hearing Support Services
- School Nurse
- Educational Psychologist

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Agreeing to Assessments

At Willesley, we recognise that parents may be concerned if they feel that their child is not making expected progress. Parents may ask the school to seek advice. In this instance the school will still follow its graduated approach. If the child is either: i) not making progress, after Quality First Teaching and continued intervention, or ii) has specific barriers to learning which cannot be overcome through Quality First Teaching and intervention strategies, then the school will seek advice from outside agencies but this may not be in the form of an assessment or diagnosis.

Similarly, an outside agency/ NHS might ask the school to arrange for a child to be assessed by another agency e.g. by an educational psychologist. The school does not routinely agree to every request and will follow its graduated response. If a pupil is making progress and overcoming barriers as a result of Quality First Teaching and intervention strategies put in place by the school, then the school will not agree the request. However, the school will agree to the request if the school has already reached the point of requesting advice.

WORKING IN PARTNERSHIPS WITH PARENTS

Partnership plays a key role in enabling children and young people with SEND to achieve their potential.

Willesley Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

The class teacher is regularly available to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCo is also available to meet with parents through SEND surgeries to discuss a child's progress or any concerns.

All information from outside professionals will be discussed with parents, with the person involved directly, or where this is not possible, in a report. Passports will be reviewed with an invitation for parental involvement each term. A home/school contact book may be used to support communication with parents. The SENDCo may also signpost parents of pupils with SEND to the Local Authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governors may be contacted at any time in relation to SEND matters. In addition to the school's 'Local Offer', the school's website contains details of our policy for special educational needs as well as other relevant policies such as our Equality Policy, Behaviour Policy and Anti-bullying Policy.

LINKS WITH OTHER SCHOOLS

The school works in partnership with the other schools in the Ashby Learning Community (ALC) and the Local Education Authority. Willesley is also part of the Symphony Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

TRANSITION BETWEEN PHASES OF EDUCATION

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transfer to a different educational setting is as smooth as possible.

If a child is moving to another school, we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for a child. We will make sure that all records about the pupil are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher. All passports will be shared with the new teacher. Transition to a new class is facilitated by sessions during the summer term with new class teachers and environment.

In Year 6: Pupils will do focused learning about aspects of transition to support their understanding of the changes ahead. A member of staff from the secondary school setting comes to visit and meet with the children who will be attending their school. Where possible, pupils will visit their new school on occasion and in some cases staff from the new school will visit pupils in this school. Many hold open evenings for parents to attend in order to support the decision making process about which school is the right choice for each child.

If a child has already been identified as having special educational needs, then the Year 6 teachers meet with the secondary school SENDC during the final term of Year 6. Details of the pupil's needs are passed on to the new SENDCo, along with details of what support has been in place at our school to help them. Our SENDCo passes on information about any outside agencies that have been involved and all SEND paperwork is passed on, including documents such as passports and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7. Extra visits are set up as available and determined by the secondary school.

Foundation Stage: Induction events take place during the summer term for all children who are joining the Foundation Stage in September. The FS class teachers undertake pre-school visits in the summer term before the children enter our school in Foundation Stage. They speak with the children and their key workers to gain as much information about a child as possible. If a child has already been identified as having special educational needs then the SENDCo will be informed if the child has an allocated place at school. Each child will also have visits to our school in the summer term where they will get to meet the teachers, other children who will be starting the school with them and the new school environment.

COMPLAINTS PROCEDURE

If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school making good progress. They always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head teacher. The Head teacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors. Should a parent have a complaint about the Head teacher, s/he should first make an

informal approach to the Chair or Vice Chair of Governors. A copy of the school's complaint policy is available on request/on the website.

THE ROLE OF THE GOVERNING BODY

The school budget includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Governing Body ensures that the school works with and in support of outside agencies when pupils' needs cannot be met by the school alone. At Willesley, some of these services could include an Education Psychologist, Speech and Language Therapy and Autism Outreach.

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body reviews this policy bi-annually and considers any amendments in light of the review findings. The Head teacher reports the outcome of the review to the full governing body.